**Lesson Plans for Mrs. Hanlon’s Class**

**Monday September 26, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Lesson 4-Actions, Reactions and Stress**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

**Lesson 4- Actions, Reactions and Stress**

* Read pages 304-307
* Discuss body language
* Activity book p. 47
* Brainstorm ways to manage stress-p. 308-309
* Activity book p. 49

**Assessment:** Activity book p47, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by practicing frequently misspelled words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** Play sparkle to introduce words.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 28-30 in their workbook.
4. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Day 11: Chapter 1 Review**

**Objective:**  For students to review chapter 1

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** In the computer lab, show students [www.eduplace.com/kids/hme](http://www.eduplace.com/kids/hme) It is a great quiz/review place.

**2.** Students will work with a partner to complete page 51-52.

3. Check as a whole class.

**Assessment:** Review

**Homework:** Review for test

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will apply reading skills and strategies learned during this theme in independent reading of the Theme paperbacks.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + Riding Out the Storm

**Activities**:

1. **Anticipatory Set:** Distribute the ‘Hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to interpret circle graphs

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Go over vocabulary and homework from yesterday.
3. Use Interactive Chalkboard on go over 2.3 Lesson.
4. Allow students to complete worksheet 2.3

**Assignment:** Book work

**Assessment:** Teacher observations and complete book work.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will observe that the physical properties of a material can be recognized or measured without changing the kind of matter making up the material.

Students will identify physical properties of matter such as density, melting point, etc.

**Resources:** Teacher manual p. E42-47, Student Book: E42-47

Worksheet: Study Guide Worksheet

Chapter Concept worksheet

**Activities:**

1. Read together p. E42-47. As students read, stop in order to fill out skeleton notes.
2. Stop throughout reading and use questions in manual to help guide understanding and lead a large group discussion.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of study guide to assess understanding of concepts.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday September 27, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Lesson 5- Resolving Conflict**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Procedure:**

**Lesson 5- Resolving Conflict**

* Read pages 310-313
* Activity Book p. 47
* Discuss what it means to compromise

**Assessment:** Activity book p47, and teacher observations

**Homework:** Complete unfinished work from lesson.

**9:30-10:00 English**

**Day 11: Chapter 1 Review**

**Objective:**  For students to review chapter 1

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** In the computer lab, show students [www.eduplace.com/kids/hme](http://www.eduplace.com/kids/hme) It is a great quiz/review place.

**2.** Students will work with a partner to complete page 51-52.

3. Check as a whole class.

**Assessment:** Review

**Homework:** Review for test

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will review and develop basic typing skills using Type to Learn 3

**Materials:** Type to Learn 3

**Procedure:**

1. Review good posture.
2. Allow students to practice at their own levels.

**Assessment:** Teacher observations

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will apply reading skills and strategies learned during this theme in independent reading of the Theme paperbacks.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + Riding Out the Storm

**Activities**:

1. **Anticipatory Set:** Distribute the ‘Hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to make predications about graphed material.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct and discuss yesterday’s homework.
3. Use interactive chalkboard and pages 66-67 to discuss how we make predictions about data.
4. Allow students work time to collect worksheet 2.4

**Assignment:** Worksheet.

**Assessment:** Teacher observations and complete worksheet.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will compare and contrast physical and chemical changes..

**Resources:** Teacher Manual EE52-57

Student Book E52-57

Transparency:

Worksheets: Study Guide, Comparison Sheet to compare chemical and physical changes, Skeleton notes for lesson

**Activities:**

1. Begin reading pages E52-57- Physical and Chemical Changes.
2. As students read, they should fill out skeleton notes as a class- each student has his or her own copy.
3. Throughout reading use questions in the manual to guide comprehension and lead discussion.
4. Assign Study Guide A as homework.

**Assignment:** Study Guide A for Lesson

**Assessment:** Students will be assessed through discussion and independent practice.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday September 28, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 12: Chapter 1 Test**

**Objective:**  Assess student understanding of Chapter 1

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. Go over the test with students and allow students to take the test.

**Assessment:** Chapter 1 Test

**Homework:** None

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Explain the 2 choices of topics.
3. Allow students to think and write down their ideas.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will apply reading skills and strategies learned during this theme in independent reading of the Theme paperbacks.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

* Leveled Readers:
  + Riding Out the Storm

**Activities**:

1. **Anticipatory Set:** Distribute the ‘Hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know how construct and interpret stem and leaf plots.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “When am I ever going to use this?” on page 72.
4. Use Interactive Chalkboard to complete discuss 2.5
5. Have students complete worksheet 2.5

**Assignment:** worksheet 2.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will identify a mixture as it being made up of two or more substances that are not chemically combined. Students will identify solutions as being a special type of mixture.

**Resources:** Teacher manual p. E58-65, Student Book: E58-65

Worksheet: Skeleton notes, Study Guide worksheet B, Chapter concept sheet.

**Activities:**

1. Bring in trail mix and Kool Aid- mix both for the students and talk about how one is a mixture and one is solution- discuss definitions of both- students will be able to eat and drink during the lesson.
2. Begin reading p. E60 in textbook- students should fill out skeleton notes as they read.
3. Complete Chapter Concept chart with definitions.
4. Hand out worksheet to complete.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday September 29, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will review and develop basic typing skills using Type to Learn 3

**Materials:** Type to Learn 3

**Procedure:**

1. Review good posture.
2. Allow students to practice at their own levels.

**Assessment:** Teacher observations

**Homework:** None.

**9:15-10:00 LMC—with mrs. dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:00-10:30 English**

**Lesson 1: What Is a Noun?**

**Objective:** Students will identify nouns in a sentence.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each student write a person, place and thing on the board.
2. Read and complete pages 64-65 as a whole class.
3. Students will independently complete worksheet 1
4. Work time on worksheet page 1

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Engage in writing process, by creating a descriptive piece of writing.

**Materials:** Descriptive Children’s Book and Prewriting packet.

**Activities:**

1. Read very descriptive children’s story to class. Brainstorm great words that the author used.
2. Students will conference with a partner to determine their topic.
3. Finish description portion of the details.

**Assessment:** Teacher observations and complete ‘choosing a topic’ portion of their packet.

**11:00-11:45 Reading**

**Objective**: Students will begin reviewing for the next week’s skill test.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. **Anticipatory Set:** “Fire and Quake” 81BB. Create a Venn Diagram on the board and have students compare and contrast volcanoes and earthquakes.
2. Categorize and Classify jobs in Hartford
3. Review English Skills with the English Reteaching worksheets.
4. Have students correct mistakes and previous week’s skills tests.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Bob kick-off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

# Friday September 23, 2011

**8:10 No School-Inservice**